

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ ☐ ☐ ☒
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Mrs. Elizabeth Viola

Official School Name: St. John's Academy

School Mailing Address: 460 Hillsdale Avenue
 Hillsdale, NJ 07642-2713

County: Bergen State School Code Number: N/A
Telephone: (201) 664-6364 E-mail: eviola@sja-hillsdale.org

Fax: (201) 664-8096 Web URL: www.sja-hillsdale.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Reverend Msgr. Kevin Hanbury Ed.D. Superintendent e-mail:
hanburke@rcan.org

District Name: Archdiocese of Newark District Phone: (973) 497-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11PV148

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	18	23	41		6	17	25	42
K	13	18	31		7	23	24	47
1	19	19	38		8	21	23	44
2	19	19	38		9	0	0	0
3	17	23	40		10	0	0	0
4	27	20	47		11	0	0	0
5	17	29	46		12	0	0	0
Total in Applying School:								414

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	419
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Russian

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Since the school does not participate in the National School Lunch Program, information used to determine the number and percentage of low income students was acquired from applications for financial aid submitted by school families. The family income information submitted on these applications was compared to the income eligibility guidelines for the National School Lunch Program.

10. Percent of students receiving special education services: 11%
 Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>8</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>2</u>	<u>10</u>
Total number	<u>27</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	97%
Teacher turnover rate	5%	10%	20%	10%	15%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rate in 2007/2008 reflects reduction in staff due to restructure of PreK program and job opportunities in the public school system. Teacher turnover rate in 2005/2006 reflects reduction due to job opportunities in the public school system, pregnancy, and teacher performance issues.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

The parish of St. John the Baptist, with the full support of the parish families, purchased land on Hillsdale Avenue. St. John the Baptist School opened its doors on September 12, 1955 and very quickly became a very important part of the Bergen County community. In September 1990 the school became interparochial, being co-sponsored by four parishes from neighboring towns, and in September 1996 the school's name was changed to St. John's Academy. Throughout the years St. John's Academy remained faithful to its mission of providing support for the intellectual, spiritual, moral, physical and emotional growth of each student.

St. John's Academy is a private school dedicated to a special partnership with the parents and families in the Catholic tradition. Through this close partnership the school encourages students and families to love learning and expect the best from the students in knowledge, skills and Christian values. Parents are deeply committed to helping the school carry out its mission and work closely with the school on service projects. In 2009, the Parent Teacher Guild (PTG) won the National Catholic Educational Association (NCEA) Distinguished Home and School Association Award for "Above and Beyond, Service to the Community." This is a program that works with the school to develop monthly service projects including food drives, clothing drives, letters to servicemen and women, and visiting the aged. All the activities strive to teach the importance of serving the people in the local area.

The PTG is in charge of the fundraising portion of the school and each year meets and exceeds its budget expectations. Through active fundraising St. John's PTG has acquired interactive white boards for the classrooms, in addition to maintaining a state-of-the-art technology lab and multiple computers in all rooms. The extremely organized and strong PTG also organizes family activities such as "Trunk or Treat" and "Santa Brunch" which emphasize family values. Parental involvement in the school provides opportunities for enrichment to the curriculum with parent guided programs such as "Art Smart," a monthly art workshop to supplement the art class, and "Books and Beyond," a parent/student reading program.

St. John's is a Middle States accredited school within the Archdiocese of Newark. Many of the teachers have advanced degrees, which are proudly displayed on the "Meet Our Faculty" page of the school website. All teachers continue their professional learning with twenty hours of professional development a year within a five year professional development plan. The teachers use their expertise to work as a team to research age appropriate instructional strategies, creating a brain compatible learning environment that supports active learning.

Teachers are encouraged to become teacher leaders and have an active role in the ongoing Instructional Improvement Plans of the school. Working collaboratively with the administration, they determine the needs of the students by reviewing scores, class grades, alternative assessments and overall student success. All serve to strengthen the school in its mission to maintain a strong academic environment with an equally strong spiritual base.

St. John's Academy methodology encompasses developmentally appropriate instructional strategies following New Jersey State Standards and Archdiocesan Curriculum Guidelines and utilizing differentiated learning and assessment techniques. The curriculum includes a middle grade accelerated math program. There are diverse extracurricular activities with varied opportunities such as a math club that teaches personal finance, an active sports organization, as well as other after school enrichment programs which include chess, Chinese and professional art lessons. The aftercare school program is a support for parents and offers a homework class for the students. St. John's students participate, and usually win or place, in local high school academic challenges. As a member of the National Junior Honor Society, the school has an active chapter which offers weekly tutoring and sponsors other school activities.

The school website is a very successful instrument for communication in keeping the important parent school relationship effective and successful. The state-of-the-art school library uses Pathfinders on the website to aid students in utilizing age appropriate research sites. On-line textbooks and educational software in the classrooms serve to support the strong learning environment. All the teachers use their class pages to share homework and classwork, post the extra help time, and promote effective communication between the parents and the school.

The parents, teachers and staff of St. John's Academy are dedicated to educating the whole child spiritually, academically, physically and aesthetically. The mission of St. John's Academy is to offer a successful, diverse education which enables the student to develop a positive self-image leading to responsible citizenship and a full life.

The above narrative reflects St. John's commitment to academic excellence and student success. As a school with an outstanding education program, St. John's Academy meets the criteria for recognition as a Blue Ribbon School.

1. Assessment Results:

St. John's Academy administers the TerraNova, Third Edition standardized tests in early March as directed by the Archdiocese of Newark. TerraNova, the Third Edition, the most recent edition of assessment, is published by CTB/McGraw-Hill and is closely aligned to the Archdiocesan curriculum and New Jersey Core Curriculum Standards. This updated test has been used since March, 2009. In the previous reported years, TerraNova, the Second Edition was the form administered. The test features contemporary and relevant content with test items reflecting greater depth of knowledge in reading and mathematics. Text analysis, evaluating and extending meaning, reading and writing strategies and comprehension are some skills tested in reading. Measurement, algebra, geometry, computation and problem solving and other basic skills are included in mathematics. In addition, the most accurate and current norms are provided to measure students' achievements.

The Archdiocese of Newark has designated testing in Kindergarten and Grade 8 as "optional." However, in March 2010, all grades - Kindergarten through Grade 8 - were tested in order that a more comprehensive report of academic progress be developed and tracked throughout the school.

It is noted that scores for Kindergarten and Grades 1 and 2 are not included in this report as TerraNova does not provide a cut score for these grades.

The TerraNova test format in Kindergarten and Grades 1, 2, 4, 6 and 8 is selected response, while the Grades 3, 5 and 7 Multiple Assessment tests consists of both selected response and constructed response items. Additionally, the TerraNova Inview test of cognitive ability and anticipated achievement is administered in Grades 2 through 7 in conjunction with the TerraNova test.

The TerraNova Reading scores, as reported, referencing the National Percentile of the Mean Normal Curve Equivalent (NP of the Mean NCE), indicate a consistency of achievement throughout the represented grades included in this report. Overall, Grades 3, 5 and 7 performed well above the cut scores. The scores in previous years reflect the same level of achievement. This is also noteworthy as students in these grades were required to submit written, constructed responses to some test questions and selections as part of the TerraNova Multiple Assessments.

In 2009/2010 all grades scored in the "plus" range in reading, with Grade 7 at 81 (+12) and Grade 5 at 77(+10). The option to test Grade 8 was exercised during the March, 2010 testing period. Grade 8 scored six points above the cut.

The 2007/08 Grade 6 students transitioned well to Grade 7 (2008/09). This is indicated by the increase in reading scores when comparing the sixth and seventh grade results for this cohort of students. In Grade 8 the continued progress was indicated by a score of 79 (+6).

The TerraNova Mathematics scores – NP of the Mean NCE – indicate evident achievement in Grades 3 to 8 in 2009/10. The averages are equal to or above the cut scores. Attention should be paid to Grade 6 which shows achievement well above the national mean in the five reported years.

The twelve Grade 4 students (2009/2010) were alternatively assessed based on the accommodations listed in their ISP reports. Their scores were not included with the rest of the school population. These students receive supplementary and remedial instruction as reinforcement and re-teaching of subject skills. The services are provided within the classroom and also in a small group or individual arrangement. ISP recommendations are adhered to along with specified student accommodations.

Reading and math skills are essential components for achievement in school and everyday life. At St. John's Academy, the foundation begins in the primary grades and is built upon each successive year. Standardized test scores, along with other evaluative sources, provide key information as to the level of mastery or need for reinforcement, re-teaching and enrichment. The Principal and teachers collaborate to monitor the efficacy of reading and mathematics programs and teaching strategies as related to student progress. This is an ongoing process with a foremost aim of helping students reach their fullest potential.

2. Using Assessment Results:

The TerraNova, Third Edition provides St. John's Academy with valuable, detailed assessment data. The Administrator's Reports include results as indicated in Group List and Group Performance Reports and full Assessment Summaries. The faculty members receive comprehensive information for their appropriate class and individual students in the Group List, Performance Objectives and Individual Profile Reports.

Spring testing dates afford an opportunity to analyze and utilize the current year results and also to plan instructional approaches for the upcoming year. The St. John's Academy Principal and faculty implement developmentally appropriate teaching programs in accordance with the Archdiocesan Guidelines and New Jersey State Standards. The Principal encourages and arranges for faculty participation in Professional Development and Enrichment Workshops that offer specific, educational strategies and recommendations. Monthly faculty meetings provide opportunities to share ideas with colleagues.

The primary, middle and upper grade levels formulate an Instructional Improvement Plan. The TerraNova reports are utilized to detail areas in need of improvement and also those of high achievement. Specific, measurable goals and the means to attain them are determined. The Principal reviews and completes the documentation which is then submitted to the Archdiocese of Newark School Office. The intervention and enrichment strategies are implemented based upon the noted areas of strengths, critical needs and challenges. Best practices are identified and skills in need of re-teaching are emphasized. There is an understanding of instructional needs, such as flexible grouping and diverse learning experiences. The TerraNova Teacher's Guide is used as reference. The TerraNova "Classroom Connections" lessons are used for supplemental and enrichment activities, along with other technological and teaching materials.

Support is provided for students challenged by subject matter. Remediation is administered within the class and also in resource rooms. Compensatory and supplemental education certified personnel, both full and part time, work with individual students and small groups of students. Grades 1 through 8 faculty members offer weekly extra-help sessions after school for students. Peer tutoring is available with upper grade student members of the National Junior Honor Society. The school computer lab and library offer updated technological, resource and reference materials with teachers available to assist students. Participation in the "Academic Olympics" at area high schools and membership in the National Junior Honor Society is encouraged.

3. Communicating Assessment Results:

St. John's Academy receives the TerraNova test scores in early May. The assessment reports are collated by the Test Coordinator and distributed to the Principal and individual teachers in binders to facilitate an organized, accessible retrieval system for the test data.

Reports are initially reviewed by the Principal and Test Coordinator with the faculty at scheduled meetings. This ensures understanding and familiarity with terminology in the presentation of testing results. Questions are addressed and professional dialogue is encouraged. The TerraNova Teacher's Guides are readily used for reference. Individual meetings at the primary, middle and upper grade levels are then held to further examine the data and afford opportunities to prepare and develop teaching strategies, including enrichment and remediation. The test information is utilized by the current teacher and shared with the next year teacher.

The reports are also made available to Compensatory and Supplemental Services teachers who are able to work with the classroom teachers and, if necessary, modify instructional plans to accommodate student needs.

A copy of the Home Report and Individual Profile Report is placed in the Permanent Record Card Folder. Each class/cohort folder contains the Group List Report and Objectives Report for easy accessibility by the teacher.

Parents receive test results through the Home Report which is both informative and easily understood. The front page graph clearly delineates student National Percentile scores in all test areas. This provides a basis for comparison with national norm groups. The back page presents a content-area narrative with attention given to the measured student skills and abilities. Additionally, the SJA school website offers a wealth of pertinent information, including test dates and a letter from the Test Coordinator regarding TerraNova standardized testing. The Principal and faculty are readily available to confer with parents. The Home Report, the Individual Profile and the Objectives Reports provide further in-depth explanations of scores to the parents.

Parents are advised that standardized tests are part of the whole educational picture. The data from standardized testing results is used along with other types of classroom assessment to monitor student progress and evaluate the effectiveness of the instructional program. Daily classroom performance and completion of school and home assignments also reflect a student's capabilities and progress. Report cards are issued on a trimester system with progress reports sent home midterm. Parent conferences are scheduled schoolwide for the first marking period and also upon request.

4. Sharing Lessons Learned:

At St. John's Academy, the school motto is "God, Teachers and Parents in Partnership for the Benefit of Children." Education is a collaborative effort and this is highly visible at SJA, a Middle States accredited school. SJA's Description of Accredited School, highlighting curriculum, student activities and services offered, is posted on the Middle States website. The Principal is an active participant in meetings with the Interparochial Pastors, Archdiocesan and local educators, School Board, PTG and parents to review policies and share information.

The Test Coordinator attends scheduled Archdiocesan meetings and was chosen to participate in the 2008/2009 Train the Trainers Program in which the interpretation of TerraNova testing scores and coordinated instructional strategies was disseminated and discussed. This information was shared with colleagues at faculty meetings. Opportunities are offered to all teachers throughout the year in collaboration with other schools in Archdiocesan workshops to share ideas and successful strategies.

During Catholic Schools Week, students speak at the five interparochial parish liturgies to share their school experiences. All are invited to attend the scheduled morning and afternoon open house sessions to view the displays of student work. Student volunteers serve as guides to answer visitor questions as they lead tours of the school. All are welcome to participate in the school liturgy.

Updated news and photos of SJA activities and current information and dates fill the school website. Every grade is represented. The local papers and co-sponsoring church bulletins record more news of our students' accomplishments. The area high schools inform the Principal of our graduates' achievements, which are posted on the Alumni Board.

The First and Second Honor Rolls listing the names of qualifying Grade 4 to 8 students are prominently displayed each marking period. National Junior Honor Society inductees are honored at a special ceremony each spring.

Hallway and classroom displays, the Literary Magazine and Excellence Bulletin Board highlight the students' finest efforts. The annual Speech and Poetry Assembly for the school body and parents emphasizes the creativeness in those students who interpret the words of others in reciting speeches or excerpts from well-known books, movies or plays, and in those students who read their original poems and are the recipients of schoolwide recognition in a poetry contest.

At St. John's Academy, the symbolic eagle reminds students that "the sky's the limit" and that they can accomplish greatness and soar to new heights.

1. Curriculum:

At St. John's Academy, religion is not just a subject taught in school, but rather a way of school life for students. School days begin and end with prayer for all classrooms and liturgies and prayer services, which are held monthly, are prepared by the students. The religious curriculum, beginning in the full-time Kindergarten Preparatory (Pre-K) classes and continuing through eighth grade, proclaims the goodness of God: Father, Son and Holy Spirit. Students of every grade are challenged to apply Catholic social teachings to their choices and actions in daily life. They are also encouraged to gain a deeper understanding and appreciation of their faith through service projects, life skills that are practiced throughout the year and mission donations.

Problem solving and inquiry skills drive the goals of the science curriculum. Students are challenged to formulate questions and hypotheses as applied to Earth, Life and Physical Science. As early as Kindergarten Preparatory classes, students are taught to plan experiments, conduct systematic observations, analyze structures, cycles and processes, draw conclusions, and communicate results. The science year culminates with a Science Fair designed and implemented by the sixth and seventh grade students.

Social Studies begin with the study of the types of communities in the primary grades and ends with global perspectives in the junior high. The curriculum encompasses studies of the United States, with a special emphasis on New Jersey in fourth grade, and world history in the eastern and western hemispheres. Running concurrent with the history portion of the curriculum is a focus on economics, current events, tolerance and respect for others and the five themes of geography.

The Art program teaches the various skills needed to draw, design and create. Art history and appreciation are taught to all grades as part of the curriculum and also through a supplemental parent-run program called Art Smart. Art Smart parents teach a monthly class that features an artist, a work of art representative of the artist and the opportunity to copy the master through hands-on work. Art work produced through art classes and Art Smart are showcased yearly at a Fine Arts Festival open to the parents and the community.

In music class students are encouraged to express themselves through song and instrument as they develop an appreciation of all types of music. During Christmas and Spring Concerts, the chorus and the band perform, and every spring the junior high Drama Club presents a full length musical. More than 50% of the students audition and sign up each year to produce plays such as *Godspell* and most recently, *You're a Good Man Charlie Brown*. Café Night highlights the talents of the band members as they perform for parents, relatives and friends.

The Physical Education program is designed to provide students with the tools necessary to maintain a healthy and active lifestyle both physically and socially. Students are taught to take care of themselves as well as the community; they participate in the American Heart Association's programs "Hoops for Hearts" and "Jump for Hearts" in which students compete and collect money for a worthy cause. Nutrition is part of the science curriculum beginning in Kindergarten Preparatory classes and integrated throughout the grades not only in science class, but in religion and social studies as well.

Technology is present in all areas of academics. The school is equipped with Apple Mac Pros, Lenovo Think Center desktops, IBM ThinkPads, interactive white boards, digital scanners, digital cameras, broadband connectivity, wireless networking, two computer labs and computers in every classroom. In addition to a curriculum that is grade appropriate, all students are taught cyber safety yearly both in the class and through an outside representative who speaks to the junior high students during an assembly period.

Spanish is taught weekly for 45 minutes to grades Kindergarten through 5; it is taught weekly to grade 6 for 90 minutes; and it is taught weekly to grades 7 and 8 for 135 minutes. Spanish is taught in all grades for a full school year. The goals for all grades are to acquire proficiency in listening and speaking Spanish, to acquire understanding and appreciation for other cultures and to acquire proficiency in reading and writing Spanish. St. John's Academy is in compliance with the Blue Ribbon program foreign language requirements.

2. Reading/English:

The goal of the school's Language Arts program is to produce students who communicate effectively using both the written and spoken word. Reading is an integral component of the Language Arts program and includes grammar and writing as part of a comprehensive reading curriculum.

The development of reading skills begins in the Kindergarten Preparatory program. A different letter and sound are examined every week and words that relate to the children's interest are posted everywhere in the classroom. In addition, reading out loud to the students is a daily activity and nurtures reading readiness. The reading program in Kindergarten includes weekly lessons in reading comprehension skills, new vocabulary words, phonic/word study, oral language and writing skills. Grades 1 and 2 continue to appreciate the written word as a means of communication through increased experiences with oral reading, stories read aloud and responses to literal and interpretive questions.

Reading clearly and with comprehension is emphasized across the entire curriculum in grades 3 and 4. Students demonstrate critical understanding by making predictions and distinguishing between fact and opinion, as well as reality and fiction. Fifth and sixth grades foster more independent reading as the students develop an appreciation of different genres in literature. Oral reading and expression are stressed as well as critical thinking skills which are enhanced through responses in essay form and organized group reading exercises.

Seventh and eighth grades use a literature based program that fully encourages the exploration of all genres of literature. Independent reading, with the use of reading response journals and literature circles, helps students to appreciate the benefits offered through reading.

The library offers a program for reluctant readers called Battle of the Books, which challenges students in grades 1 through 5 to read outside of the classroom and engage in a "battle" to determine who has the best comprehension of the book read. A school wide program, Books and Beyond, tracks readers through eight stations (each station is the equivalent of 300 minutes) during the course of the school year, and each student's progress is monitored on a large hallway bulletin board. In the classroom, students who need to improve reading skills are placed in small group settings for extra help and, accordingly, supplemental teachers are assigned to reading groups to lower the ratio of student to teacher.

3. Mathematics:

The school's mathematics program is designed to teach students how to communicate mathematically and to make mathematical connections to real life situations, while at the same time to become mathematical problem solvers, not only in mathematics, but in other disciplines as well. To accomplish these goals, teachers in each grade level work in collaboration to determine which texts and supplemental materials best support the delivery of the curriculum guidelines.

In the Kindergarten Preparatory program, an introduction to math includes counting and numeral recognition and students are engaged in a variety of explorations into the world of numbers and quantity. In Kindergarten, math lessons include concepts relating to position, sorting and classifying, graphing, patterning, calendar, time, money, fractions, number relationships and addition and subtraction. In the primary grades, students form the basis for all future study in mathematics. Computation is used to solve real world problems as students simultaneously investigate measurement of time, calendar, temperature

and non-standard units. They analyze data by reading bar graphs, line graphs, and pictographs and learn to draw conclusions. Manipulatives are used to explore shapes, area and perimeter.

In grades 3 and 4, students develop problem solving strategies, concepts and reasoning ability and demonstrate proficiency in computation and estimation skills. Knowledge of measurement is reinforced. In fifth and sixth grades, the use of fractions and decimals is expanded and more emphasis is put on problem solving strategies and geometry.

Junior high students conclude their studies at St. John's Academy with pre-algebra and algebra classes with a student-teacher ratio of 12 to 1 in grade 8.

After school programs are offered to improve the mathematical skills of students. In grades 1 through 8, teachers designate one after school session per week to aid students who need assistance in developing math skills. In addition, the classroom teachers assist students who need extra time in small group centers. Supplemental teachers are assigned to grades according to the needs within the classrooms. Individual white boards as well as manipulatives, graphing tools and calculators are provided to aid students in the classroom.

4. Additional Curriculum Area:

The School Library Media Center offers a curriculum for students that not only promotes the love of reading, but also provides the resources, information and technology to enhance student learning in and out of the classroom. The school library has developed a program which provides student access to a variety of print and non-print resources. These resources are used in collaboration with classroom teachers and their curriculums. As well as teaching library and information skills, collaborative lessons and activities reinforce what is being taught in the classroom.

Multiple literacies, including digital, visual, textual and technological are crucial skills for St. John's Academy students to learn. Various web 2.0 technologies are utilized such as blogging, podcasting, pathfinders and web quests. The library's Apple Computer Lab is used to help create presentations as well as used to research a range of topics using the Big6 and Super3 Research Processes. The library is fully automated and shelves over 10,000 books. The school subscribes to *ABC-CLIO Social Studies* and *PebbleGo* Databases. Also utilized are EBSCO Host's *Searchasaurus*, *Kids Search* and *Student Research*. The reference section includes three print and one online encyclopedia sets.

The school librarian provides both fixed and flex schedules for grades in order to accommodate all learners. In addition, the library provides the Battle of the Books Reading Program for grades 1 through 5, the Libraryland Podcasting Program, and a Library Aide Program for grades 3 through 8.

An example of collaboration includes a sixth grade unit on the study of African geography. In the library, students use inquiry based research skills to study the countries in Africa. At the end of the unit, students present a multicultural exhibit to their teacher and share their research with fifth grade students. In third grade, students gain valuable insight into entrepreneurship and economics. After reading the *Lemonade Wars* by Jacqueline Davies, students sell lemonade using a business plan created after researching advertising, marketing and sales techniques. Students sell lemonade to the entire school in a competitive market, and then examine sales results to generate a profit and loss analysis.

As stipulated in St. John's Academy Mission Statement, the School Library Media Center guides "students to acquire knowledge and skills in a faith-filled setting and to apply these to their life experiences enabling them to develop to their full potential."

5. Instructional Methods:

Following the St. John's Academy Middle States goals, teachers foster a brain compatible learning environment by taking an active role with the administration in developing the curriculum and multiple strategies for learning and assessment. Best practices, standards-based grading, performance and portfolio grading, differentiated learning and alternate assessment opportunities are used to accommodate the multiple intelligence model. Instructional methods focus on individual student success, creating a climate of high expectations in an atmosphere conducive to self-expression, critical thinking and problem solving skills.

Teachers continually review and update their instructional and assessment materials by reviewing test scores and sharing instructional and assessment strategies at level and faculty meetings. They integrate the Library Media Center, interactive white boards, computers, cooperative student groups, age appropriate manipulatives and on-line texts into their teaching methods to benefit every student.

The curriculum offers inquiry based learning activities and integrated lessons. Student projects and activities are developed in collaboration between homeroom teachers and the library, art, music and language instructors. Students are given the opportunity to cultivate their individual learning styles by incorporating library, computer, art and music into core subjects. Teachers appointed as Subject Area Coordinators help synchronize the flow of instruction from grade to grade.

Students with special needs are identified through Bergen County Special Services (BCSS) testing, as well as by standardized test scores and teacher evaluation. In addition to a teacher provided by BCSS, St. John's Academy provides supplemental teachers for small group and individualized instruction. These supplemental teachers also work within the classroom setting to accommodate and implement necessary modifications and strategies.

Parents are encouraged to take an active role in the education of their children and to communicate with the teachers and administration about their children's progress. Strategy meetings are offered to all parents whose children are experiencing difficulties in school. At these meetings, parents, teachers and an administrator discuss and develop plans to meet the student's needs. This partnership among teachers, parents and administration forms a strong foundation for all the students.

6. Professional Development:

St. John's Academy creates a culture of teacher learning and continual professional development in a variety of ways. Using grants and budgeted funds, St. John's offers professional learning opportunities. Teachers attend workshops and are encouraged to develop professional learning goals that will support them in responding to student needs. The Principal and Assistant Principal assist the teachers in choosing workshops that encourage new strategies and help support skills. The school partners with other schools to hear guest speakers who present workshops on themes such as bullying, school law, differentiated instruction, use of technology and interpretation of assessment data. Individual teachers attend outside workshops and share what they have learned. All topics and ideas are presented and discussed at monthly faculty meetings.

The Principal is in continual discussion with individual teachers to help focus teacher professional goals and to help strategize a personal plan for the school year. Teacher evaluations continue throughout the year and include walkthroughs and lesson evaluations. The administration uses a school wide theme based on the identified needs of the faculty. Examples of school wide themes are classroom management strategies, creating a safe learning environment and integrating technology in the curriculum.

Ongoing professional development coupled with teacher leader roles and responsibilities form the basis for a faculty that is dedicated to self-improvement. The teachers join together in professional learning communities, which include subject coordinators and mentors. Experienced teachers and new teachers

share experience and strategies. The faculty visits other grades and classrooms to observe and to learn from their peers.

All teachers are expected to have a minimum of twenty hours of professional development throughout the year. To help teachers self-assess and reach their professional goals the Principal meets individually with them throughout the school year. The faculty of St. John's Academy has a strong commitment to sharing ideas with each other and working together to grow as a faculty. In turn, this provides a strong professional learning environment and allows St. John's to remain current and strong going into the future.

7. School Leadership:

St. John's Academy, is co-sponsored by five parishes: St. John the Baptist, the host parish in Hillsdale, St. Andrew's in Westwood, Our Lady Mother of the Church in Woodcliff Lake, Our Lady of Good Counsel in Washington Township and St. Gabriel's in Saddle River. The Board of Pastors forms the chief governing board for the school with the pastor of the host parish acting as the chief administrative officer.

The pastors delegate the daily direction of the school to the Principal. The Principal coordinates the teachers, students and parents in promoting a faith based, strong educational environment. The Principal, together with the pastors, faculty and Advisory Board, establishes policies that promote a strong Catholic community and implement the directives of the Archdiocese of Newark Office of Superintendent of Schools and the recommendations of the New Jersey State Department of Education.

The Principal and the faculty work to implement Instructional Improvement Plans to help formulate curriculum and design instructional methods for student success. Teachers designated as Subject Coordinators, with the Principal and Assistant Principal, continually evaluate teacher methods, teaching materials, technological support, building condition and security, and overall environment of the school to provide students with a safe learning environment where all students are offered diverse learning opportunities supporting multiple intelligences.

The Principal provides professional development opportunities and materials for the faculty and works with parents and teachers to implement the religious education guidelines issued by the Archdiocese supporting the spiritual and Christian nature of the school.

The St. John's Academy Advisory Board assists the Principal and the pastors in formulating policy and expressing long term goals. The Advisory Board, composed of representatives of the community, include active committees, such as Marketing Committee and the Development Committee, which guide the school into the future. The Advisory Board also includes a Financial Committee which formulates the budget and establishes future tuition and fees.

The St. John's Academy community works together to provide students with a well maintained educational environment where planning and structured change promote student success in the Catholic tradition.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV148

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>
K	1st	2nd	3rd	4th	5th
<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5256

5. What is the average financial aid per student? \$2000

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd/2008-FormG Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	68	68	66	70
Number of students tested	39	39	34	49	36
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students. In 2008/2009 (March-2009) 1 student was absent for the duration of the test.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd/2008-FormG Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	76	77	73	75
Number of students tested	39	39	34	49	36
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students. In 2008/2009 (March-2009) 1 student was absent for the duration of the testing period.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	64	66	72	73
Number of students tested	48	32	44	34	48
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	12	0	0	0	0
Percent of students alternatively assessed	25	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2009. Students were alternatively assessed based on accommodations as stated in the ISP. Their scores were not included with the rest of the school population. In 2007-2008 (March 2008) 2 students were absent for the duration of the testing period.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd /2008-Form
G

Publisher: CTB/ McGraw-
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	81	74	77	70
Number of students tested	48	32	44	34	48
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	12	0	0	0	0
Percent of students alternatively assessed	25	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2009. Students were alternatively assessed based on accommodations as stated in the ISP. Their scores were not included with the rest of the school population. In 2007-2008 (March, 2008) 2 students were absent for the duration of the testing period.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	67	74	71	82
Number of students tested	34	44	30	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroups consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	75	76	74	83
Number of students tested	34	44	30	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd/2008-From G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	74	74	79	75
Number of students tested	45	34	45	43	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	80	66	77	76
Number of students tested	45	34	45	43	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	72	75	80	68
Number of students tested	35	40	46	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	78	78	83	73
Number of students tested	35	40	46	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova 3rd Edition replaced TerraNova 2nd Edition in 2008/2009. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar				
SCHOOL SCORES					
Average Score	72				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The Archdiocese of Newark designates TerraNova testing in Grade 8 as optional. Prior to 2009/2010 the test was not administered to Grade 8 students at St. John's Academy. No subgroup consisted of more than 9 students.					

11PV148

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd/2008-Form G Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar				
SCHOOL SCORES					
Average Score	79				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The Archdiocese of Newark designates TerraNova testing in Grade 8 as optional. Prior to 2009/2010 the test was not administered to Grade 8 students at St. John's Academy. No subgroup consisted of more than 9 students.					

11PV148